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ABSTRACT

The New York City Russian Bilingual Program operated in three public and eight private secondary schools and served 740 students from families that immigrated from the Soviet Union. The program offered instruction in English as a Second Language, native language arts, and bilingual instruction in academic subjects. Program participants were mainstreamed for some areas of instruction. Additional program components included curriculum development, supportive services, staff development, parent and community involvement, and extracurricular activities. The program was evaluated through criterion referenced tests of student achievement, interviews with staff members, and evaluator observation. The program was found to be operating effectively. Tables of data are included. Translated competency examinations and program correspondence are appended. (MK)

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ED200704

FINAL EVALUATION REPORT

ESEA Title VII

Grant Number: G007905030

Project Number: 5001-56-07601

NEW YORK CITY

RUSSIAN BILINGUAL PROGRAM

1979-1980

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NEW YORK CITY PUBLIC SCHOOLS
OFFICE OF EDUCATIONAL EVALUATION
RICHARD GUTTENBERG, ADMINISTRATOR

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New York City Russian Bilingual Program

Location of Central Office: P.S. 188
442 Houston Street
New York, New York

Year of Operation: 1979-1980, first year of funding

Target Language: Russian

Number of Sites: 3 public schools
8 private schools

Number of Participants: 740

Project Director: Florence Seiman

I. GENERAL OVERVIEW: ETHNIC AND CULTURAL BACKGROUND

The New York City Russian Bilingual Program is a highly unique undertaking. In addition to being a pioneering effort in Russian-English bilingual education unlike any other in the United States, it is at the same time a noteworthy attempt at tri-cultural integration and development. The students served by the Program are overwhelmingly Russian-speaking Jewish immigrants to the United States who had been --for the most part-- Soviet citizens and who had received at least some part of their education and upbringing in the Soviet Union. Thus, they are a focal point of three cultures: the Russian language and Soviet society; the Jewish religion and culture; the English language and American society.

Additionally, there appear to be two possible qualitative cultural variations. In addition to being part of the Russian linguistic culture, which is that of the dominant ethnic group and the official national language of the USSR, some participants in the Program are also products of major non-Russian regional cultures. Many of these are not Slavic

in character, such as the Armenian, the Georgian, and the Moldavian, and their linguistic variations are acquired usually through long-time residence in these regions, sometimes for several generations. As a result, there frequently appears a fourth group of students: those who at home speak a language other than Russian. Indeed, such a student's command of Russian may be very weak, limited to the rudiments taught in obligatory classes in all Soviet schools.

The other variation concerns the degree to which the students and their families identify themselves as Jews, religiously and ethnically. Since the Soviet purpose is to eliminate all religious beliefs and propagate atheism, the official Soviet anti-religious policy--in addition to any other official or unofficial policies--works effectively to discourage and even to prevent the Soviet Jews from full participation in their cultural heritage. As a result, most of the new arrivals from the Soviet Union are woefully unfamiliar with their Jewish cultural heritage and do not speak Hebrew. Thus, those who wish to participate in the Jewish community life in the United States find themselves in need of yet another acculturation process, in addition to the acquisition of the English language and acclimatization to the American civic and socio-economic milieu.

In some instances, however, the emigrating Soviet-Jewish families go first to Israel and spend a period of time there prior to arriving in the United States. Having been exposed to strong acculturation influences in Israel, their children acquire the requisite knowledge of Hebrew and other cultural codes that facilitate their integration into the American Jewish community. At times, especially in cases where they emigrated from the USSR at a relatively early age, they lose much of their associations with the Russian linguistic culture and become practically indistinguishable

from other immigrant children from Israel. Such radical instances are rare, however.

The New York City Russian Bilingual Program thus seeks primarily to make use of its participants' familiarity with the Russian linguistic culture and other cultural codes to facilitate transition from the Soviet civic and socio-economic culture to the American, and to enable the student to acquire the requisite linguistic skills in English and other American cultural codes without the loss of native language skills.

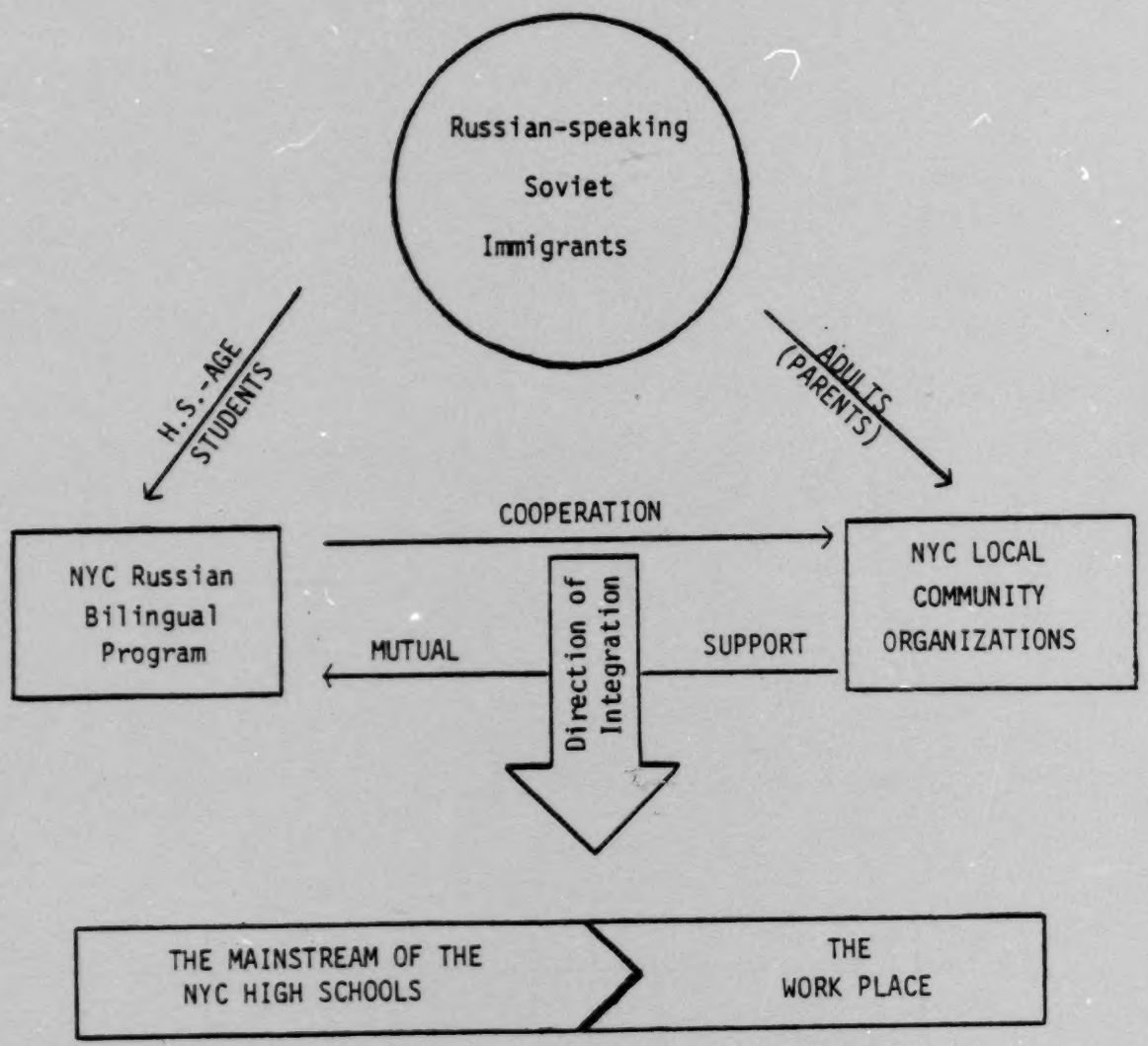
At the same time, in an ancillary way, the Program makes use of the participants' Jewish heritage to give them a firm anchoring in an established cultural community in the United States and, specifically, in the City of New York, in order to facilitate their acclimatization and integration into the American civic culture. Similarly, for those who desire it, an opportunity is provided by the community to develop their religious, cultural and ethnic associations and identity (see Chart I).

The Program is comprised of three main components which reflect its overall purposes. The first component consists of the Russian-speaking Soviet immigrant students of high school age and their parents or guardians who are in need of help before they can enter the mainstream of American life, whether in school or in the work place. The second component is the English-speaking, American mainstream culture encountered in the educational establishment and the work place, into which they all must sooner or later be integrated.

The last component consists of the N.Y.C. local community organizations which assist in the resettlement of the Russian-speaking Soviet Jewry. These organizations give direct help in readying the newly-arrived

CHART I

The Integration Pattern of
Russian Speaking Soviet Immigrants
and the NYC Russian Bilingual Program



immigrants for their debut in the work force and integrating them into the English-speaking community at large. Additionally, they provide the immigrant students and their elders with an opportunity to remember and develop their Jewish cultural heritage, thereby offering still another avenue leading into the American mainstream, through membership in an established local community (see Chart II).

II. SOCIOLOGICAL PROFILE OF PROGRAM PARTICIPANTS

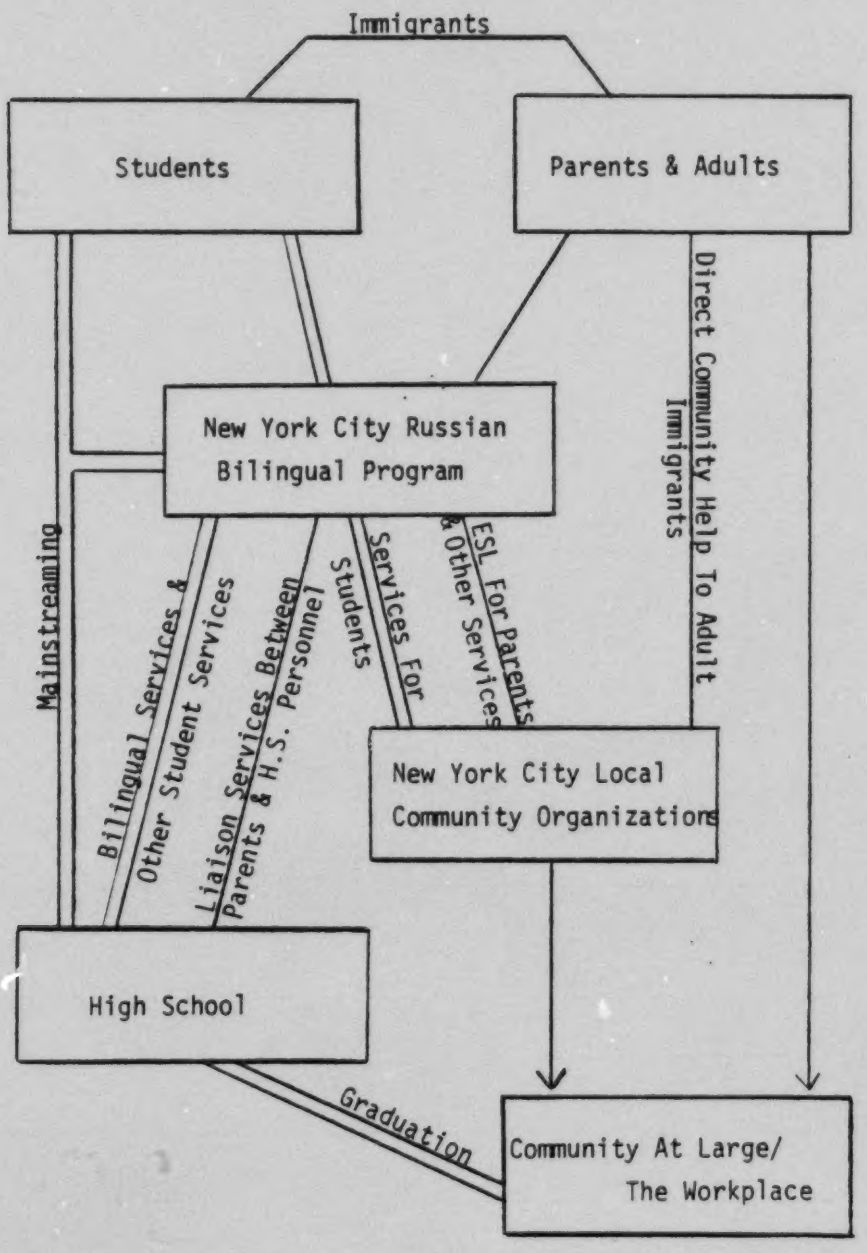
The students served by the N.Y.C. Russian Bilingual Program come, for the most part, from urban and industrial environments, rather than rural and agricultural surroundings, as do many of their fellow-immigrants. Consequently, they adapt easily to urban life and possess the minimum skills requisite for survival in a modern technological society. Their families are, on the whole, achievement-oriented, whether in school or in business, and many of them value education very highly.

With very few exceptions, most youngsters have had some solid formal schooling in content areas and are at least literate in Russian. Exceptions are usually those who emigrated at a very early age, but whose family language continued to be Russian, those who spent a long time awaiting their exit or United States visa, or those who lived for some time in another country before coming to the United States.

All Russian refugees come to the United States with few material resources, though they have high hopes for a rapid and successful adaptation to their new home. Upon their arrival in New York they are maintained by the New York Association for New Americans (N.Y.A.N.A) for a period of about three to six months at a level which approximates welfare standards. Once the breadwinner attains his or her first job, N.Y.A.N.A. terminates the maintenance funds. According to the reports

CHART II

NYC Russian Bilingual Program as the Focal Point in Interactions between Students, Parents, Schools, Community Organizations and the Workplace.



Legend: ═══ Interactions involving High School Students

——— Interactions involving Adults

of community agencies which are instrumental in the resettlement process of the Russian refugees, they remain on a low income status as defined in Section 111 (c) (2) of Title I of Elementary and Secondary Education Act for a period of at least 2 years.

In the Soviet Union, the members of present immigration are denied the opportunity to receive equal education as quotas limit admission to institutions of higher learning for minority group members. They continue to experience cultural, political, religious and educational repression which denies them basic human rights.

Recent Soviet immigrants thus come to the United States with a history of interrupted education. Social pressure forces them to stop attending school in the Soviet Union immediately after they apply for exit visas and are forced to wait for several months to be granted permission to leave the Soviet Union. Even after the families are permitted to leave the Soviet Union, they often have to spend at least a few months in Rome before they can enter the United States. As a result, the strong educational base and solid school discipline are shattered along the way and the students arrive in this country without the benefit of having continuous education. Education is often further interrupted by a high rate of mobility. In some cases the pattern of mobility continues even after the students arrive in this country. The newly arrived families are usually placed in temporary quarters by the resettlement agency. They are then aided in finding an apartment, the rent being subsidized by the resettlement agencies for a period of 2-3 months. In most cases, when the new immigrants find jobs, they begin to make individual choices of living quarters and they move again. Because

of the continuous mobility, the Russian immigrant student's education is constantly subject to disruption.

It has been found that many Russian immigrant families show instability as a result of economic hardship and vast cultural differences between the Soviet Union and the United States which leads to a gradual breakup of marriages. The majority of Russian newcomers to this country were highly respected professionals in their native country. They are now forced to accept jobs as dishwashers and factory workers. They often can't find even unskilled jobs because of their language difficulties.

In families where there is only one parent, much of the responsibility of parenting falls on the teenagers who are expected to oversee the physical well being and educational progress of their siblings. The refugee teenagers are also burdened with many of the everyday chores of running a household, marketing, carrying on business in the community because their English facility is slightly better than their parents.

The combination of the overwhelming educational and social differences, the added family expectations, and generally poor family morale tend to cause the Russian teenagers to drop their academic standards, and often to give up and drop out of school.

The relatively frequent problems which arise in connection with this student population thus stem chiefly from their recent immigrant status. On the economic side, desire to acquire goods one could only dream of in the Soviet Union, as well as, in many cases, pressure to contribute to the family income can derail promising scholastic careers.

Further, problems in social adjustment can also be traced to the immigrant students' misunderstanding of conditions around them. Very

frequently, the sharp contrast between the strict, form-ridden, oppressive discipline in the Soviet schools and the decidedly liberated, easy-going atmosphere in U.S. schools, almost totally devoid of formal and symbolic signs of respect and trappings of discipline, cause some social disorientation leading, at times, to taking greater liberties with the school rules than is normally tolerated.

Finally, some disciplinary problems can be attributed to improper mainstreaming of students linguistically completely unprepared to receive instruction in English. The N.Y.C. Russian Bilingual Program directly addresses all of these problems, and in some instances they appear to have been all but eliminated.

III. PROGRAM DESCRIPTION

New York City Russian Bilingual Program is a comprehensive bilingual program designed to supplement existing bilingual services for the New York City high school students whose native language is Russian.

The Program is centrally based under the jurisdiction and supervision of the Office of Bilingual Education, New York City Board of Education. It serves approximately 740 Russian-dominant students who have limited English proficiency. The New York City Russian Bilingual program involves 3 public and 8 private high schools and offers supplemental instructional services to those limited proficiency students whose dominant language is Russian and who are found to be most in need of such services. The program has as its target group a population which has not previously been served by a Title VII Bilingual Bicultural program.

The supplemental basic instructional services of the program are addressed to the academic and career needs of its student population. Bilingual instruction is provided in various academic subjects, such as

math, science and social studies. The program also has a comprehensive plan of instruction of English as a second language. In order to prevent student isolation and segregation, program participants receive instruction in a number of other subjects, such as music, art and physical education in mainstream classes, where they have an opportunity to relate to their American peers on an academic and personal level.

The New York City Russian Bilingual program is committed to expanding and improving the students' knowledge of their native language and rich ethnic heritage. It is also the intent of the Program to familiarize American born students who may or may not belong to other minority ethnic groups with the native culture of the Russian students through the comprehensive planning of exchange programs.

Recognizing the strong need for the development of educational and testing materials in Russian bilingual education, New York City Russian Bilingual program has on its staff curriculum specialists who are developing Russian bilingual curriculum materials in major subject areas and native language arts. These materials are being pilot tested in the participating high schools and will be made available for dissemination to any school or agency expressing a need for such materials.

The Program also provides in a bilingual mode the guidance and advisement services which are crucial for any teenager, and especially necessary for the Russian refugee teenagers, who are faced with a multitude of drastic changes: sociological, cultural, educational.

The major goal of the Program is to develop a comprehensive approach to the education of the Russian immigrant student. The program works very closely with the community and provides afterschool tutorial and cultural services in a community setting. The Program also serves as

an information center regarding the methods of accreditation for Soviet high school students and as a dissemination center for Russian bilingual materials and any available information regarding bilingual educational services for the Russian population.

New York City Russian Bilingual Program provides for training of its staff members and the parents of the participants. The project's teachers and paraprofessionals attend graduate and undergraduate courses at the City University of New York, Long Island University, Columbia University, New York University and Adelphi University.

Training activities are also made available for the parents of participating students as well. Parents who were in the teaching professions in the Soviet Union are able to benefit by taking education courses so that they can fulfill the requirements for the New York City teaching license and lend their expertise as the much needed professionals in the field of Russian bilingual education. Courses in English as a second language are offered in the evening in a community setting as part of the program to upgrade the parents' proficiency in English and to give them orientation to the new society.

New York City Russian Bilingual Program is a comprehensive bilingual/bicultural program comprised of the following components:

1) Instructional Programs
   a) ESL
   b) Native Language Arts
   c) Major subject areas
2) Curriculum Development
3) Guidance and advisement (Supportive Services)
4) Staff Development
5) Education of the parents and parental involvement
6) Community relations and community based programs
7) Extracurricular activities

The New York City Russian Bilingual Program can serve as a model program for Russian refugee communities throughout the United States.

IV. PROGRAM OBJECTIVES

The following are the objectives of the program which were being incrementally fulfilled in the 1979-1980 school year:

1. The establishment of a centralized comprehensive bilingual/ bicultural program for Russian dominant high school students which will serve as a model to Russian refugee communities and other minority language communities throughout the United States.
2. The development of a student body which is academically successful in major subject areas such as mathematics, sciences and social studies through a program which provides the students with an opportunity to further their studies of the above mentioned fields in their native language while studying English as a second language.
3. The improvement of the participating students' English language skills so that they may participate in mainstream instruction in American high schools or universities.
4. The development of a history and culture program which will enhance and reinforce the positive self concept of participating students by providing them with the opportunity to become knowledgeable and appreciative of their bicultural (and, in some instances, tricultural) heritage.
5. A significant improvement in school attendance and significant reduction in the number of students who drop out of school.
6. The development of a student body which will become truly bilingual, will incorporate the wealth of their ethnic heritage

in the process of gradual adjustment to the American society and which will serve as a resource for the newly arriving immigrants and bilingual educators.

7. The development of curriculum and testing Russian bilingual materials in the following subjects: mathematics, social studies, sciences, native language arts.
8. The development of a bilingual staff composed of teachers, guidance counselors and paraprofessionals who are fluent in Russian and in English, and who will develop attitudes, language competency and teaching skills necessary to maintain an ongoing comprehensive bilingual/bicultural program.
9. The development of a comprehensive plan by which the school and the community can work together in coordinating the educational and social needs of the target population.
10. The development of a parent body which will actively participate in the learning experiences of their children by attending the meetings of the advisory committee, parent training workshops, and by serving as volunteers in schools and participating community agencies.
11. The development of an Adult Education program which will provide the parents with an opportunity to learn English.

V. PROGRAM LOGISTICS

The Program maintains its central office in Rm. 324, P.S. 188, 442 Houston Street, New York, N.Y. 10002, and a supplementary office at one of the participating public high schools, South Shore High School, 6565 Flatlands Avenue, Brooklyn, N.Y. 11236.

The following is the list of public high schools in which the N.Y.C. Russian Bilingual Program has been implemented. Each school has a resource center room assigned exclusively to the Program and equipped with a separate telephone which is answered when the school is in session by a Russian-speaking member of the Program staff in that school.

SCHOOL	NUMBER OF STUDENTS IN PROGRAM
1. South Shore High School 6565 Flatlands Avenue Brooklyn, N.Y. 11236	125
2. Abraham Lincoln High School Ocean Parkway and West Avenue Brooklyn, N.Y. 11235	156
3. Forest Hills High School 67-01 110th Street Forest Hills, N.Y. 11375	150

The following are the non-public high schools participating in the N.Y.C. Russian Bilingual Program:

SCHOOL	NUMBER OF STUDENTS IN PROGRAM
1. Lubavicher High School 841-853 Ocean Parkway Brooklyn, N.Y. 11230	42
2. Beth Rivkah 310 Crown Street Brooklyn, N.Y. 11225	45
3. Yeshiva Flatbush 1609 Avenue J Brooklyn, N.Y.	27
4. Yeshiva Haramah 2600 Ocean Avenue Brooklyn, N.Y. 11229	26
5. Solomon Schechter High School 500 Church Street Brooklyn, N.Y. 11218	40

SCHOOL	NUMBER OF STUDENTS IN PROGRAM
6. Ezra Academy of Queens 71-25 Main Street Flushing, N.Y. 11368	15
7. Forest Hills Mesifta 108-69th Avenue Forest Hills, N.Y.	13
8. Be'er Hagolah Institute 1734 Coney Island Avenue Brooklyn, N.Y. 11230	102

There are 431 participants enrolled in public high schools and 310 in non-public.

The following community centers and other local community organizations, each serving the community of a participating public high school, take part in the Program:

1. Service Center for Russian Immigrants
   98-37 65th Avenue
   Rego Park, N.Y. 11374 FOR: Forest Hills H.S.

2. Project ARI
   3300 Coney Island Avenue
   Brooklyn, N.Y. 11235 FOR: Abraham Lincoln H.S.

3. Recreation Rooms and Settlement
   Starrett City
   1201 Pennsylvania Avenue
   Brooklyn, N.Y. 11239 FOR: South Shore H.S.

VI. PROGRAM ORGANIZATION AND STRUCTURE

The N.Y.C. Russian Bilingual Program is in the first year of a four year funding period. The staff of the Program consists of one Program Director, one Teacher Assigned Grade Advisor, one Teacher Assigned Community Liaison, one Curriculum Specialist, three Resource Teachers,

three ESL Teachers, nine Educational Assistants, three Family Assistants, one School Secretary and one Office Aide. All the above positions are currently filled, except for that of Teacher Assigned Grade Advisor which is in the process of being filled.

TABLE I

Program Personnel Overview

A. Central Office Personnel
   1. Supervisory & Professional
      a. Program Director (1)
      b. Teacher Assigned: Grade Advisor (1) vacant*
      c. Curriculum Specialist (1)
      d. Teacher Assigned: Community Liaison (1)*
   2. Clerical
      a. School Secretary (1)**
      b. Office Aide (1)**

B. Local Site Personnel
   1. Public High School teams
      a. Resource Teachers (3)
      b. Educational Assistants (3)
      c. Family Assistants (3)
   2. Nonpublic High School Personnel
      a. Full-time Educational Assistants (4)
      b. Part-time Educational Assistants (2)
   3. Community Service Personnel
      a. ESL Teachers (3)
      b. Family Assistants (See 1.c., above)

Total proposed: 24 Total assigned: 23 Total vacant: 1

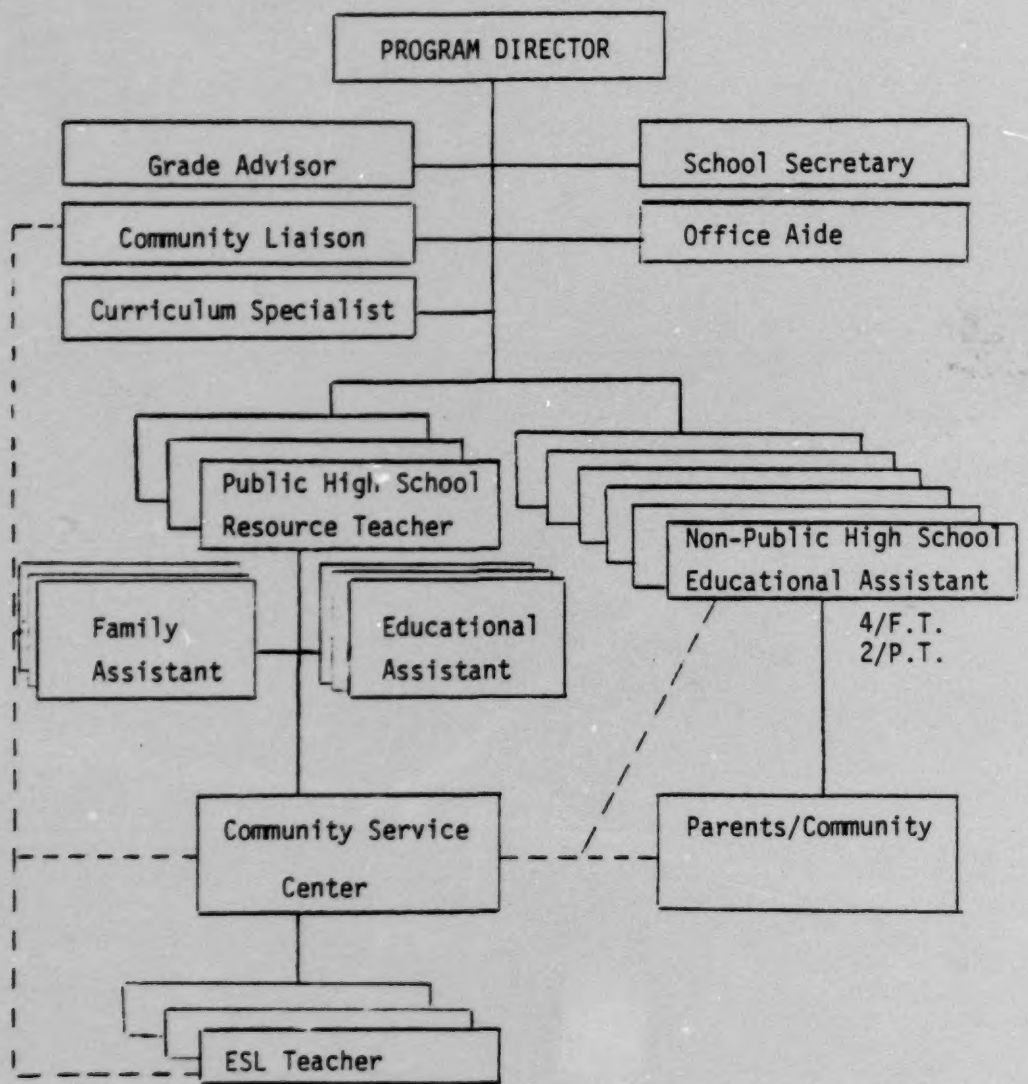
*Position replaces College Advisor (2) which was deleted.
**Position replaces Bilingual Secretary (2) which was deleted.

The Program supplements existing bilingual services for a selected population of New York City public and non-public high school students whose native language is Russian. The Program is implemented on three levels and in five components. The levels are the central, the local, and the supporting. The central level provides the supervisory activities and operates the centralized academic and supporting services to the Program. The local level comprises the individual school site teams who are the main conduit for the delivery of the Bilingual Program services to the students and their families. The supporting level, interconnected with the other two, buttresses the activities of the site teams by linking them to the community and its various immigrant services.

The components of the New York City Russian Bilingual Program are the program administration, the centralized services, the public and non-public school site teams, and the community service centers.

CHART III

New York City Russian Bilingual Program Structure



Program Administration

The program administration component is composed of the Program Director and two clerical assistants.

-- Program Director: coordinates the administrative functions of the Program; consults with the principals of the participating schools to ensure that the proper services are provided in each school, and with the department chairmen to ensure that the curriculum and instructional materials developed by the Program are appropriate and correspond to mainstream materials; conducts and presides at weekly meetings of the staff to outline plans, issue instructions, coordinate activities, exchange experiences, conduct in-service training, and otherwise ensure proper Program implementation and administration in each of the participating schools and community centers; oversees maintenance of files on Program staff, students and parent participants; and deals with budgetary matters, submits reports, and attends conferences on bilingual education.

-- School Secretary and Office Aide: operate the Program's central office facilities in P.S. 188 and South Shore High School.

Centralized Services

The centralized services component consists of the counseling and advisory services, curriculum development, and community liaison.

-- Teacher Assigned Bilingual Grade Advisor: maintains close contact with grade advisors and other counselors in participating schools and oversees their responsibilities in regard to interviewing and programming new admissions, referrals of students to in-school and public agencies, medical and legal assistance, testing and evaluation pertaining to learning difficulties, and development of a uniform system of placement and accreditation for all incoming students from the U.S.S.R.; orients students regarding procedures for the attainment of educational goals and assists them in meeting the procedural requirements for college entrance; consults with the instructional staff on group or individual situations dealing with Program participants; serves as a liaison between parents and teachers and parents and students to ensure mutual cultural understanding and sensitivity; informs parents of the necessary procedures to be followed for the attainment of educational goals by the children and schedules meetings with parents to ensure parental participation in the academic progress and career choices of their children; and, in the performance of these duties, makes use of the services of the family assistants assigned to the public high school site teams and their supporting community centers as well as the educational assistants assigned to nonpublic schools.

-- Curriculum Specialist: works closely with the resource teachers assigned to public schools and the educational assistant serving in non-public schools to identify and respond to needs for bilingual instructional and testing materials; develops curricula, instructional aids, and educational and testing materials in major subject areas, native language arts and native culture; and oversees the pilot testing of these materials, their modification, and dissemination to any school or agency expressing a need for such materials.

-- Teacher Assigned Community Liaison: coordinates the after-school activities in each participating community service center; compiles all available information on specialized services available to the Program's target population and disseminates this information to the schools through the resource teachers and educational assistants; coordinates the ESL evening course offerings for parents in participating schools and community centers; attends parent gatherings to make progress reports, disseminate information and identify current needs; and reports to and acts for the Program Director concerning the community based activities of the Program.

School Site Team

On the school site team level there are the three teams which serve the public high schools. Each includes a Resource Teacher, who is the lynch-pin of the Program and who represents the Program Director

in the school to which he or she is assigned, an Educational Assistant, and a Family Assistant who acts as a school/parent/community liaison.

-- Resource Teachers: interface with centralized services component; serve as the main avenue of communication between the central administration and the bilingual staff of the participating schools in articulating the philosophy, development and implementation of bilingual programs; create, maintain and develop resource centers for all available Russian bilingual instructional, curriculum and audio-visual materials in each of the participating schools; serve as liaison between the curriculum specialist and the materials developers and classroom teachers to ensure proper implementation of developed bilingual materials and to keep the developers appraised of current needs; serve as resource persons working with students, teachers and paraprofessionals to implement and explain the methods of bilingual education; and discuss with parents the students' progress as it is reflected by their participation in the bilingual program.

-- Educational Assistants: assist the resource teacher as necessary; work with bilingual teachers in assigned classrooms to promote an individualized approach to bilingual education; work in a tutorial capacity helping students with their homework outside the classroom; serve as a valuable resource for students in their general orientation and

adjustment to a new school situation, and, familiar with all available materials, encourage students to use these resources.

-- Family Assistants: work closely with the staff of the participating community center, the Community Liaison and the resource teacher of the school served by the community center to ensure proper implementation of after-school programs and other activities involving the interface between the center and the Program; report to the Teacher Assigned Community Liaison on Program progress; and ensure proper cooperation between the Program staff and the staff of the community centers.

Also at the individual school site level are the personnel serving the non-public high schools participating in the Program: four full-time and two part-time Educational Assistants serving eight non-public high schools.

-- Educational Assistants: serve as coordinators of supplemental bilingual services for participating non-public high schools; plan schedules in conjuction with the principals of the schools; supervise the implementation of the bilingual programs; and consult the Project Director and the providers of centralized services to ensure coordination of activities, use of materials and exercise of administrative functions.

Community Service Center

The last component of the Program --the community service center-- exists at the grass-roots level of activity. Participating community centers serve the population of the three public high schools and neighboring non-public

schools. The main objective of this component is to provide its young participants and their families with an opportunity to interact in a community setting through a comprehensive after-school community based program.

Community centers serve, most importantly, as crisis centers and respond to telephone and in-person requests for help, advice and information from the newly arrived immigrants. They also provide counseling and tutorial services, usually using the "buddy system" under which an older person--or an earlier arrival--helps the younger or the newer, and organize after-school cultural and sports activities.

Numerous after-school co-curricular activities have been arranged in conjunction with the Program and using community center facilities and personnel as well as parent volunteers, including films on a wide range of topics of interest to the newly arrived Russian immigrant, cultural events such as community celebrations of national holidays, lectures by guest speakers, discussions, trips to the various cultural sites in New York City, music and dance performances, instruction and contests, and various sports--from chess to the martial arts, from handball to soccer. Activities undertaken in conjunction with community centers are coordinated by the Program's Family Assistants operating under the supervision of the Teacher Assigned Community Liaison.

An important element of the community center component of the Program is the after-school ESL instruction for parents of participating students. Participating parents are pre-tested by assigned teachers and grouped in small classes according to English language ability. They meet twice a week in the evening for an approximately two-hour period of instruction.

The classes are held in central locations, easily accessible by the target populations of the three public and eight non-public high schools:

Abraham Lincoln High School and Environs - -

P.S. 225, 1075 Oceanview Avenue, Brooklyn, New York

South Shore High School and Environs - -

Temple Emmanuel, 1880 Rockaway Parkway, Brooklyn, New York

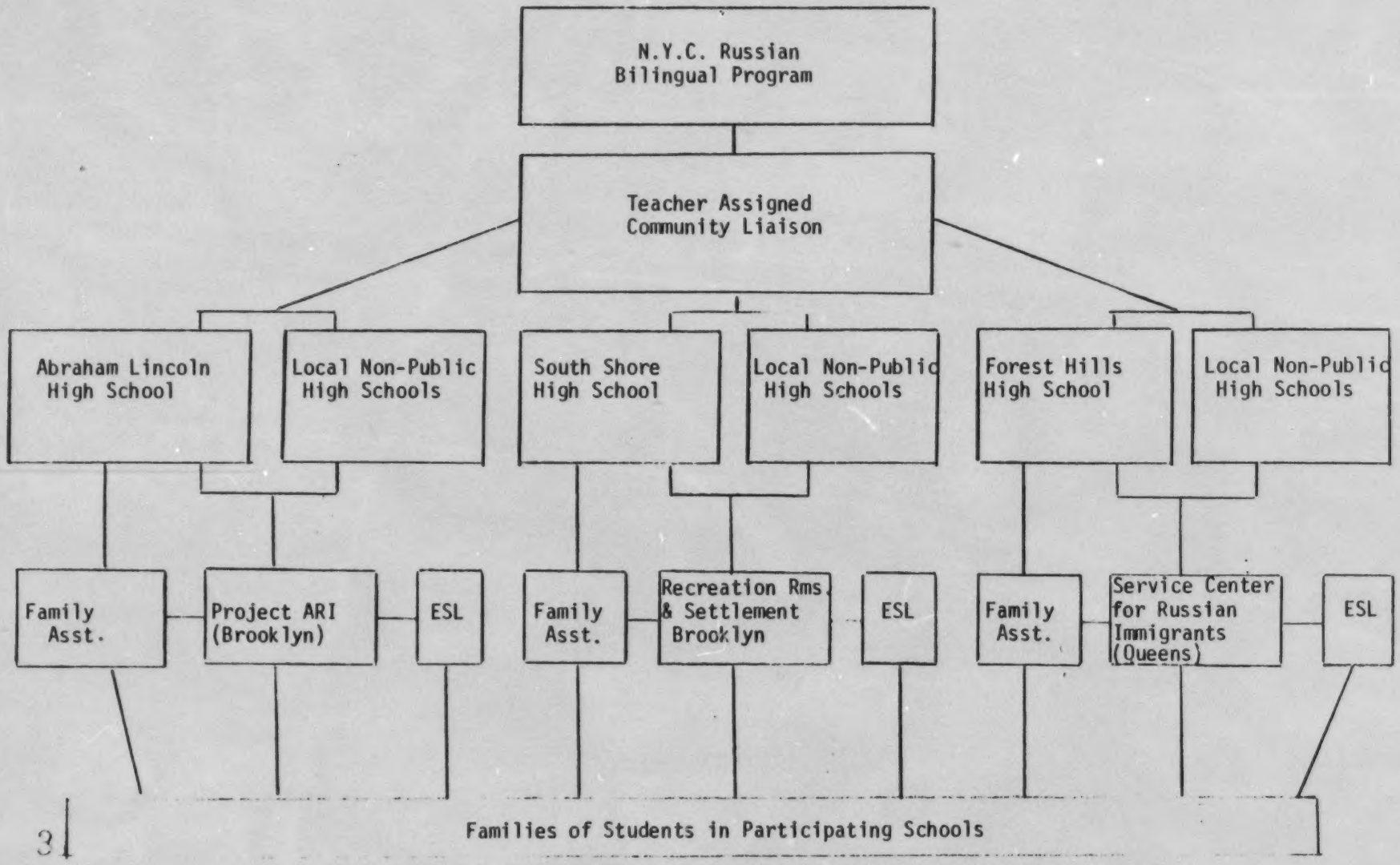
Forest Hills High School and Environs - -

at the above school, 67-05 110th Street, Forest Hills, New York

The last major role of the community center is as a meeting place for the Program staff and the working or studying parents who normally are not at home during school hours. Here, on neutral ground, in an informal, friendly atmosphere, the Program personnel can discuss with the parents various questions of mutual concern about their children, offer advice or help, make suggestions, and, of course, listen to expressions of parental concern.

As indicated above, the N.Y.C. Russian Bilingual Program is a multi-site undertaking involving both public and non-public high schools and community service centers. In public high schools, the Program usually operates administratively under the aegis of the foreign languages department or similar division. In schools where bilingual programs are in existence, the Program operates under a subdivision created for their administration, such us Project BLAST at the South Shore High School in Brooklyn. At the Abraham Lincoln High School in Brooklyn, it is under the department of foreign languages headed by an Acting Assistant Principal; at Forest Hills High School in Queens, it is also under the direction of the Assistant Principal at the head of foreign language education in that school.

CHART IV
AFTER-SCHOOL COMMUNITY PROGRAMS



Other variations also exist. In schools where Russian is not offered as a regular part of the foreign language curriculum, the Program's resource teacher or the assistant usually conducts the native language arts classes that would have been conducted by a teacher of Russian. Bilingual content area courses are usually offered on a rotation basis, requiring the Program's resource teachers and their assistants to see to it that those who were forced into mainstream classes receive individual tutoring or similar help. Although teachers fluent in Russian are still extremely rare in New York City, high schools where at least one such individual is found can plan and conduct much richer Russian bilingual programs than those which are without such an asset.

In this regard the situation in non-public high schools appears somewhat better since there is at least a potential pool of teachers conversant in Russian, and, because the schools are private, greater individualization of instruction is possible. Still, in non-public schools instruction is supported by tuition, and the Program's assistance is limited to one Education Assistant per center (some schools have two centers--one for boys and a separate one for girls). Yet the students have the right to participate in the Program-funded supportive services, at the three community centers, and the Educational Assistants in non-public schools are kept just as busy as the Resource Teachers and their assistants are in public high schools. Both groups are to be complimented on their achievements and dedication.

VII. STUDENT ENTRY, PROGRAMMING, PLACEMENT, MAINSTREAMING

Potential participants in the N.Y.C. Russian Bilingual Program are usually identified at the time of registration during an interview or a records check conducted by the high school grade advisor (counselor) and/or a member of the Program school site team. The most common procedure in most participating high schools is to channel all recent arrivals from the USSR to the Program's resource center room. There they are administered the Language Assessment Battery (LAB) Examination and the Reading Subtest of the Stanford Achievement Test (SAT). Those who score below the 21st percentile on the LAB test and who are reading below grade level in English, as determined by the SAT Reading Subtest, are placed in the Bilingual Program.

Students qualifying for the Program are placed in ESL classes, available bilingual content area classes, classes in native language arts and literature, and classes in native culture, if available in the particular participating high school. To prevent their isolation from the rest of the student body, Program participants are usually placed in mainstream classes in Physical Education, Music and Art. Effort is usually made to mainstream a student in a subject area where command of English is not of critical importance, such as mathematics. As a result, every program participant is partially mainstreamed and continues to be moved in the direction of total mainstreaming as his or her command of English steadily improves.

Students' programs are usually assembled by the program office or its equivalent under the direction of the grade advisors with whom the students normally have an interview. Information considered includes student's own wishes, parental request, Soviet documentation, standard

or locally devised placement tests, recommendations by teachers, if any, and results of an interview with the Program personnel at the site. (See Appendix A) In most cases, the procedure is highly individualized at all grade levels.

Although it is too early for the Program to have formulated definitive exit criteria, it is planned that the transition to the mainstream should be made as painless as possible. Consequently,it is planned that the guidance staff of the Program will continue to be available for consultation and will be in contact with mainstream teachers to determine and evaluate student progress. In cases of need, the resource teachers, bilingual teachers and paraprofessionals will be available for consultation, tutoring and other help. The tutorial services of the after-school community component will be available to students who have been mainstreamed. These students will be invited and encouraged to participate in after-school cultural presentations and activities to maintain cultural contact with other members of their ethnic group and to become effective liaisons between the target program population and the mainstream students. Finally, it is planned that the students who receive content education in mainstream classes will be able to participate in Native Language Arts classes and classes dealing with American native culture and history.

Among the considerations being studied for the purpose of formulating the exit criteria are the following: (1) the statutory LAB Test criterion; (2) professional judgment; (3) achievement test performance; (4) home language background; (5) English language proficiency assessment;

(6) any other information important for educational placement.

As yet, there have been no students in the Program who have completed their ESL studies.

Both the student and his or her parents are consulted in the decision to mainstream. Parents are normally amenable to further mainstreaming, and they typically prefer their children to move on to English as the language of instruction while retaining Russian as a foreign language which is "good to know." To the students, however, it is another matter. Typically, those temperamentally suited to facing challenges welcome the opportunity, while those who do not try to avoid it. Customarily, students are not mainstreamed against their wishes the first time the question of mainstreaming arises.

Mainstreamed students are the subject of constant follow-up and observation, including formal and informal interviews with the Program personnel. In one school, such a policy resulted in "reverse mainstreaming" of two students who were returned to bilingual classes.

VIII. INSTRUCTIONAL ACTIVITIES

A distinctive feature of the Program's instructional component is that the main pillars of the Program--its Resource Teachers and their Assistants--are not specialized according to content areas, but must be prepared to offer methodological, material, instructional and other services in all content area subjects and native language arts, wherever and whenever these may be required.

To conduct the actual day to day classroom work, the Program must rely on indigenous school personnel funded by tax levy or other Title VII programs. Thus, local ESL, English Reading, Native Language Arts and culture, and bilingual content area teachers provide instruction in these subjects as they are available. In instances where they are not, the Program's Resource Teacher and Assistants must fill in for them by individual tutoring or classroom instruction as necessary.

The ESL teachers funded by the Program teach in an evening program for the parents of students participating in the Program, not in regular classes at participating high schools.

Bilingual Classes

Table II shows the bilingual classes offered at the three participating public high schools.

Differences among students in linguistic and content area competence are taken into account by varying the level and intensity of instruction among groups, by subdividing classes into smaller groups according to competence, by individualized instruction whenever possible and by tutoring.

The study of the students' native culture is an integral part of the instructional program. South Shore High School teaches a course

TABLE II

Bilingual Classes New York City Russian Bilingual Program

COMPONENT/ SUBJECT*	No. Class/ Class Register	Language (s) of Instruction	Used for what % of class time?	Periods Hours per Week	# Staffing: Numbers of: Teachers	Paras	Curriculum in Use (Describe)	Materials in Appropriate Students' Native Language?
				SOUTH SHORE HIGH SCHOOL				
Russian	2 x 30	Russian	80%	5	1	1	Teacher Made	Yes
Soc Stud.	2 x 30	Russian/English	40/60%	5	1	1	S.S.H.S. Bilingual Program	Yes
Hygiene	1 x 30	Russian	100%	5	1	1	" " "	Yes
Econ.	1 x 30	Russian/English	40/60%	5	1	1	" " "	Yes
Biology	1 x 30	Russian	80%	5	1	1	" " "	Yes
ESL Level A	2 x 35	English	100%	15	1	1	Standard	N/A
B	2 x 28	English	100%	15	1	1	"	N/A
C	1 x 30	English	100%	15	1	1	"	N/A
				ABRAHAM LINCOLN HIGH SCHOOL				
Am. Hist.	2 x 40	Russian/English	80/20%	5	1	1	School Prepared Std. Regents	Yes
Native Lit.	2 x 40	Russian/English	95/ 5%	5	1	1	School prepared	Yes
Math	1 x 20	Russian/English	50/50%	5	1	1	School prepared Std. Regents	Yes
ESL	6 x 35	English	95%	10-15	1	1	Standard	N/A
				FOREST HILLS HIGH SCHOOL				
Select Biling Classes	6 x 10	Russian/English	50/50%	4½	1	1	Teacher prepared Individualized	Yes
ESL	3 x 45	English	100%	5-10	1	1	Standard	N/A
Soc. Stud. for Foreign Students	2 x 45	English	100%	5	1	0	Teacher prepared	N/A

in Native Language Arts and offers mini-courses in the comparative culture of the U.S. and the U.S.S.R. Abraham Lincoln High School teaches a course in Native Literature and holds periodic assemblies on native culture. Forest Hills High School conducts informal individualized discussions coordinated with the study of the content areas and encourages a comparative cultures approach.

Mainstream Classes

It is the standard policy of the Program to place all its participants in mainstream classes in Physical Education, Music, Art and in many content area subject classes as the student can handle. Anywhere from 60 to 100 percent of participants in the Program have been reported taking at least two of their content area courses in English.

Table III shows the mainstream classes in which bilingual program students are enrolled at the participating public high schools. Each class meets for 5 periods per week. Competence in English and the ability to keep up are the criteria for selection.

TABLE III

Mainstream Classes

	Component/Subject	Total Number of Students
Forest Hills H.S.	English	47
	Social Studies	44
	Science	38
	Mathematics	49
	Foreign Languages	53
Abraham Lincoln H.S.	English	41
	Mathematics - Geometry	55
	American History	48
	Biology	41
South Shore H.S.	English	34
	Social Studies	43
	Science	32
	Mathematics	39
	Foreign Languages	41

IX. NON-INSTRUCTIONAL COMPONENT

Table IV provides an overview of the non-instructional component of the New York City Russian Bilingual Program by funding source and personnel.

TABLE IV

Non-Instructional Component

Activity	Funding sources(s)	Personnel providing Services (No. & Title)
A. CURRICULUM DEVELOPMENT	TITLE VII	1 CURRICULUM SPECIALIST
B. SUPPORTIVE SERVICES	TITLE VII	1 TEACHER ASSIGNED GRADE ADVISOR
C. STAFF DEVELOPMENT	TITLE VII	1 PROGRAM DIRECTOR COLLEGE & UNIVERSITIES
D. PARENTAL AND COMMUNITY INVOLVEMENT	TITLE VII	1 TEACHER ASSIGNED COMMUNITY LIAISON 3 FAMILY ASSISTANTS

A. Curriculum Development

During 1979-1980, the following curriculum materials were developed by program personnel and are currently in classroom use;

English & Native Language Arts	Bilingual Book Reports - patterns Bilingual Biographic Sketches - patterns
Mathematics	Adaptation of Russian language curriculum
Sciences	Adaptation of Russian language curriculum
American History	Curriculum: Texts, lesson plans, tests w/annotations from Russian lang. texts
Spoken English	Word lists, situation pictures, dialogues, texts

Currently in preparation are curricula in General Science, Russian Native Language Arts, Western Civilization, American Studies, Economics and Bicultural Ethnic Heritage Studies. Curricula will include pre- and post-tests, course outlines, lesson plans and suggested curricular resource materials.

B. Supportive Services

During the school year 1979-1980, three paraprofessionals and three family assistants made approximately forty home visits. Families visited were referred by teachers and school guidance counselors on the basis of academic and attendance records. The subjects discussed concerned such matters as attendance, academic performance, discipline, and general guidance. The results of the visits were deemed satisfactory.

One teacher assigned grade advisor and three resource teachers with additional help from three paraprofessionals conducted approximately. 240 interviews with students seeking career education guidance or career counseling. Individual guidance was offered to all the participants in the Program by the same persons. The same group, augmented by three family assistants, made approximately 350 telephone contacts with parents, guardians and Program participants.

Family assistants, in conjunction with community center personnel extended social and vocational guidance to approximately 250 members of Program participants' families. All these undertakings, though numerous and time-consuming, were deemed helpful. No desires have been expressed for other services not currently provided.

C. Staff Characteristics

Table V presents the characteristics and qualifications of the central staff of the New York City Russian Bilingual Program.

D. Staff Development

Since the Spring semester of 1980, two teachers, six educational assistants, two family assistants, one secretary and five parents have been taking courses at Brooklyn College, Long Island University, Queens College, New York University, and Adelphi University. These courses were attended under provisions of the training subprogram of the Russian Bilingual Program which pays up to 12 credits annually for teachers, and six credits annually for paraprofessionals. Additionally, a number of teachers are pursuing advanced degrees on their own at the above universities, as well as at Columbia University.

Every member of the staff received a general orientation on the rules and procedures of the New York City Board of Education, conducted soon after hiring. This was followed in every case by a more detailed and specific orientation concerning the goals, purposes, organization and activities of the N.Y.C. Russian Bilingual Program. As part of an on-going program of in-service training and staff development, all members of N.Y.C. Russian Bilingual Program staff attend weekly workshops which are held following the weekly meetings at the Program's central office. Among the subjects covered this year were the following: New Methods in Bilingual Education; Guidance and Learning Disabilities; Brooklyn College Orientation; Guidance Services to Immigrant Children; Methods of Teaching English as a Second Language; Curriculum Development; and, Studying Russian.

TABLE V

CENTRAL STAFF CHARACTERISTICS

Number Of Professional Personnel	Position	Education		Experience		Other Previous Relevant Training
		Degrees	Certification	Monolingual	Bilingual	
3	Program Director	BA, MA	NYC, NYS	10 yrs.	4 yrs.	MA (Russian) MA (Guidance) MA equiv. (Spanish)
	Teacher Assigned Community Liaison	MA equiv.				
	Curriculum Specialist	Ph.D.	Teaching Certificate (Israel)	14 yrs.	15 yrs.	Russian Language and Literature
1	Vacancy					

As part of her own in-service training, the Program Director has attended the following conferences, workshops and round-table discussions: Office of Education Bilingual Education Conference, Washington, D.C.; Conference for ESL Teachers, sponsored by the Federation of Jewish Philanthropies, New York City; Round Table on Language Assessment, Center for Assessment and Evaluation, Northeastern Center for Curriculum Development, New York City; Ninth Annual International Bilingual Bicultural Education Conference, Anaheim, Calif.; Bilingual Education on "Educational Update," WABC-TV, New York; and, Presentation on the Russian Bilingual Program, Unit Heads Meeting, New York City Board of Education.

E. Parental and Community Involvement

The logistics of this multi-site program make it difficult to convene an advisory committee representing about seven hundred parents from three public and eight non-public schools. For this reason, the central office of the Program considered it more prudent to rely on the publication of a Newsletter, the mailing of announcements, letters and circulars, and the making of telephone calls in order to keep the parents informed (see Appendix B). If there is a need to solicit the parents' views or to discuss something with them, the Program's staff can turn directly or through the school site team to the established or ad hoc parents' advisory committees which exist parallel to the PTA's in the participating schools.

These parents' school committees are usually ad hoc formations comprising a nucleus of three to five volunteers who are at the same time the committee's most active members. They help the Program to keep in touch with other parents, assist in after-school activities, provide for tutoring and other activities in the community centers, help to organize outings and shepherd excursions, and articulate needs. Depending on need, they meet anywhere from once a week to once a month.

As indicated above, parents are offered free ESL classes of two hours in length twice a week, and ten of this number can take up to six credits' worth of university courses each year, paid for by the Program. All this time, five of them are so enrolled.

In conjunction with the community centers and with considerable help from parent volunteers, students in the Program have been taken on a number of trips and excursions. They visited Yeshiva University, Brooklyn College, Queens College, Queensboro Community College, Museum of Natural History, Metropolitan Museum of Art, the Empire State Building, the Statue of Liberty, and the New York Experience; they have seen on stage the Diary of Anne Frank, Ain't Misbehavin', and Its' Nice To Be Civilized. There have been Discussion Clubs, Round Tables, Open School Weeks, Foreign Language Weeks, Mock U.N. Conferences, Russian Language Days; students at the Forest Hills H.S. participated with songs and dances at the International Fiesta festivities at the N.Y.C. Board of Education, and students from Abraham Lincoln High School put on a Russian play (see Appendix C). All these numerous undertakings could not have been made possible without the essential partnership and cooperation involving the students, the Program, the parents and the community.

The Program communicates with the parents and the community by means of telephone calls, letters, notes sent home with the students, Newsletters (being published by two schools), parents' meetings and workshops, scheduled parent-teacher conferences. Announcements are also placed in the newsletters published by community service organizations and the local Russian language press.

Parents' participation is severely circumscribed by their economic condition and the unenviable status of newly arrived immigrants. The first forces them to channel almost all their energies into training, retraining and job search, while the other effectively separates them from their potential friends here because they cannot communicate with them. In such circumstances rumor replaces information and irrational preconceptions and fears occlude reason. For these reasons, maintenance of an effective and unobstructed conduit for the transmission of information--in a language and in terms readily comprehensible to the new immigrant--is essential to his eventual acculturation and integration in the American civic culture.

The aspects of parental involvement that could be developed further concern the somewhat distant relations between the Russian-speaking parents and the English-speaking teachers, guidance counselors and other non-Program school personnel. In the opinion of several respondents, parents should be made familiar with the structure of American education so that they could monitor their children's performances on an informed and regular basis.

Nearly all the respondents agree that the most successful aspects of the parental involvement component concern the parents' participation in the Program's extra-curricular activities and their support of the after-school community programs. Parents are consistently praised for their readiness to help students who experience academic difficulties and their active support of the school when it comes to dealing with the relatively few instances of disciplinary problems. Additionally, the high value placed by most parents on obtaining a good,

solid education for their children makes them intolerant of any significant breaches of school discipline.

F. Perceived Student Responses

It is difficult to compare the Program population with that of the mainstream because of both incompatibility and unavailability of data, but some possibly significant factors do stand out. Although the Program does have its share of attendance and other non-serious disciplinary problems, it appears from talking to teachers in the program and outside it that poor attendance and moderate disruptive behavior on the part of Program participants exist in direct proportion to the degree of the students' alienation in the classroom. Almost invariably, teachers who complained most about the behavior of Program participants were those teaching mainstream subjects or subjects such as ESL or SSF, i.e., those that had to be perforce taught in English. On the other hand, teachers who taught their subjects in the bilingual mode, i.e., either predominantly or at least partially in Russian, seemed to have fewer problems with absenteeism and disruptive behavior.

Despite extensive community and parental involvement in extra-curricular activities and services, it seems that most respondents characterized student participation in them as good to average citing, among the older youths, the wish to secure some kind of after-school work.

The unpredictable pattern of arrivals of new immigrants in the U.S. accounts for several accessions to the Program in mid-year, and the securing of--or the search for--employment in other parts of the city, the state, or the country results in a number of families moving in mid-year and accounts for some losses. One the whole, however, enrollment in the

Program has remained remarkably constant over the 1979-80 school year.

Attrition in the Program appears quite low. Of 740 participants, only 31 were lost for reasons other than graduation or transfers outside the area served by the Program. Eight were removed by parental option, 14 were discharged or dropped out from the public high schools and nine from non-public. Of the 53 who graduated, 33 came from public high schools and 20 from non-public. All of the 13 who transferred out came from the public high schools.

Although exact figures are unavailable, it appears that of the 33 graduates from public high schools, at least 30 are going on to college. This, again, should be viewed in conjunction with the relatively high order of priority occupied by education on the Russian immigrant's scale of values. It seems that here, too, the existence of the Program appears to resemble more a retaining wall buttressing the prevailing scale of values rather than a trampoline from which great leaps forward can be expected. It would seem, however, that given the turbulence emigration and the trials of immigration, even such a modest holding action can be viewed as no mean achievement.

Significantly, and predictably, no instances of vandalism or suspension for any reason whatsoever have been reported in conjunction with any member of the Program population. During the last year, the 23 students who were discharged because they could not be found could be considered as having "dropped out", if one does not want to give them the benefit of the doubt and consider them as having moved without bothering to inform the schools of their action. Even then the resultant drop-out rate would be only 3.23 percent, something quite low by any standard.

Perhaps an interesting measure of the student response would be, in fact, students' reponse to a questionnaire calling for their views on the helpfulness and the efficacy of the bilingual approach in general and its various individual components and activities in particular.

X. ASSESSMENT PROCEDURES AND FINDINGS

The following section presents the assessment instruments and procedures, and the results of the testing.

Assessment Procedures and Instruments

Students were assessed in English language development, growth in their mastery of their native language, mathematics, social studies and science. The following are the areas assessed and the instruments used:

English as a Second Language	- -	Criterion Referenced English Syntax Test (CREST), Levels I, II, III
Reading in English	- -	New York City Reading Test, Forms A and B
English Language Performance	- -	Teacher-made Tests
Mathematics Performance	- -	Teacher-made Tests
Science Performance	- -	Teacher-made Tests
Social Studies Performance	- -	Teacher-made Tests
Native Language Arts Performance	- -	Teacher-made Tests
Knowledge of Cultural Heritage	- -	Teacher-made Tests
Attendance	- -	School and Program Records

The following analyses were performed:

A) On the pre/post standardized and teacher-made tests of English reading achievement statistical and educational significance are reported:

1) Statistical Significance was determined through the application of the correlated t-test model. This statistical analysis demonstrates whether the difference between

pre-test and post-test mean scores is larger than would be expected by chance variation alone; i.e. is statistically significant.

This analysis does not represent an estimate of how students would have performed in the absence of the program. No such estimate could be made because of the inapplicability of test norms for this population, and the unavailability of an appropriate comparison group.

2) Educational Significance was determined for each grade level by calculating an "effect size" based on observed summary statistics using the procedure recommended by Cohen.[1]

An effect size for the correlated t-test model is an estimate of the difference between pre-test and post-test means expressed in standard deviation units freed of the influence of sample size. It became desirable to establish such an estimate because substantial differences that do exist frequently fail to reach statistical significance if the number of observations for each unit of statistical analysis is small. Similarly, statistically significant differences often are not educationally meaningful.

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[1]Jacob Cohen. Statistical Power Analysis for the Behavioral Sciences (Revised Edition). New York: Academic Press, 1977 Chapter 2.

Thus, statistical and educational significance permit a more meaningful appraisal of project outcomes. As a rule of thumb, the following effect size indices are recommended by Cohen as guides to interpreting educational significance (ES):

A difference of 1/5 = .20 = small ES

A difference of 1/2 = .50 = medium ES

A difference of 4/5 = .80 = large ES

B) On the Criterion Referenced English Syntax Test (CREST) information is provided on the number of objectives attempted and mastered, the percentage of objectives mastered versus those attempted, and the number of objectives mastered per month of treatment. Information is also provided on student performance on the various test levels.

C) The results of the criterion referenced tests in mathematics, social studies, sciences, native language arts and cultural heritage are reported in terms of the number and percent of students passing.

D) Information is provided on the attendance rate of students participating in the bilingual program, compared with that of the total school population.

The following pages present student achievement in tabular form.

TABLE VI

English as a Second Language
ESL Non Title I:
South Shore and Abraham Lincoln High Schools
(Total Year)

Results of the Criterion Referenced English Syntax Test (CREST)
Reporting the Number of Objectives Mastered, Percent Mastered,
and Objectives Mastered Per Month.

Grade	# of Students	Average # of Objectives Attempted	Average # of Objectives Mastered	% Mastered/ Attempted	Average Months of Treatment	Objectives Mastered Per Month
9	----------	----------	NO DATA	----------	----------	----------
10	31	18.1	13.1	73%	6.5	2.0
11	56	17.5	13.7	78%	6.7	2.0
12	26	17.3	12.8	74%	7.1	1.8
Totals	113	17.6	13.4	76%	6.7	2.0

* Instructional time between Pre - and Post - Testing.

Total year CREST performance of Russian speaking students regardless of test level revealed that the combined student sample of 113 students attempted an average of 17.6 objectives, and mastered 13.4 (76% mastery rate). On the average the total group mastered 2.0 objectives for every four weeks of treatment. The objectives mastered per month ranged from 2.0 in grades 10 and 11 to 1.8 (grade 12). Thus, despite small treatment times, Russian speaking students demonstrated excellent growth in English language acquisition.

TABLE VII

English as a Second Language
ESL Non Title I:
South Shore and Abraham Lincoln High Schools

(Total Year)

Student Performance on the
Criterion Referenced English Syntax Test (CREST)
A Breakdown by Test Level and Grade.

		LEVEL I			LEVEL II			LEVEL III		
Grade	# of Students	Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered
9	--	--	--	--	---	--	--	--	--	--
10	31	391	264	68%	136	118	87%	34	25	74%
11	56	477	367	77%	376	279	74%	128	122	95%
12	26	106	76	72%	223	150	67%	122	108	89%
Totals	113	974	707	73%	735	547	74%	284	255	90%

Total year CREST performance of Russian speaking students revealed excellent rates of mastery. At each grade level students mastered greater than 65% of attempted objectives. The combined sample, as well as within grade results, revealed that students functioned basically at Levels I and II.

TABLE VIII

English as a Second Language

Title I: Forest Hills High School

Spring

Results of the Criterion Referenced English Syntax Test (CREST)
Reporting the Number of Objectives Mastered, Percent Mastered,
and Objectives Mastered Per Day and Per Month.

Grade	# of Students	Average # of Objectives Attempted	Average # of Objectives Mastered	% Mastered/ Attempted	Average Days of Treatment*	Average Months of Treatment*	Objectives Mastered Per Day	Objectives Mastered Per Month
9	24	11.45	5.92	52%	50.38	2.52	0.12	2.40
10	11	12.18	3.73	31%	54.73	2.74	0.07	1.40
11	11	10.27	5.55	54%	52.64	2.63	0.11	2.20
12	2	10.00	4.50	45%	43.50	2.18	0.10	2.00
Totals	48	11.29	5.27	41%	51.60	2.58	0.10	2.00

*Instructional time between pre- and post-testing.

Table VIII presents results of CREST testing in Spring for Russsian speaking students regardless of test level. The number of objectives attempted on the average ranged from 10 in grade 12 to 12.18 in grade 10. The average number of objectives mastered ranged from 3.73 in grade 10 to 5.92 in grade 9. These data translate into mastery rates which ranged from 31% in grade 10 to 54% in grade 11. Average mastery rates expressed as a ratio of objectives mastered for every four weeks of instruction ranged from 1.4 objectives in grade 10 to 2.4 objectives mastered per month in grade 9.

TABLE IX

English as a Second Language

Title I: Forest Hills High School

Spring

Student Performance on the
Criterion Referenced English Syntax Test (CREST)
A Breakdown by Test Level and Grade.

Grade	# of Students	LEVEL I			LEVEL II			LEVEL III		
		Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered	Attempted	Mastered	Percent Mastered
9	24	253	124	49%	19	18	95%	3	0	0
10	11	113	32	28%	21	9	43%	—	—	—
11	11	87	41	47%	19	16	84%	7	4	57%
12	2	5	3	50%	15	6	40%	—	—	—
Totals	48	458	200	44%	74	49	66%	10	4	40%

The Spring grade by test level crosstabulation for Russian speaking students revealed that the majority of students functioned basically on level I of the CREST. Mastery rates on level I ranged from 28% (grade 10) to 50% (grade 12). On level II, rates of mastery ranged from 43% (grade 10) to 95% (grade 9). On level III 9th graders attempted 3 objectives but mastered none; 11th graders attempted 7 and mastered 4.

TABLE X

English Reading Achievement

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in English Reading Achievement of Students with Full Instructional Treatment on the New York City Reading Test, Forms A and B.

		Pre-Test		Post-Test						
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre-Post	t	p	ES
9	-	-	-	-	NO DATA	-	-	-	-	-
10	-	-	-	-	NO DATA	-	-	-	-	-
11	4	34.8	10.9	43.0	16.1	8.2	.76	1.56	NS	.78
12	-	-	-	-	NO DATA	-	-	-	-	-

Table X presents achievement data for Russian speaking students (grade 11 only) on the New York City Reading Test. Students showed a raw score gain of 8.2 raw score points. The gain for students was not statistically significant at the .05 significance level. The gain for students, when expressed in standard deviation units was judged to be of medium to large educational significance despite a very small N. For many students in grades 9, 10 and 12 only post-testing results are reported, resulting in their elimination from the analysis.

TABLE XI

English Reading Performance

Significance of Mean Total Raw Score Differences Between Initial and Final Test Scores in English Reading Achievement of Students with Full Instructional Treatment on Teacher-Made Tests.

		Pre-Test		Post-Test						
Grade	N	Mean	Standard Deviation	Mean	Standard Deviation	Mean Difference	Corr. Pre-Post	t	p	ES
9	-	-	-	-	NO DATA	-	-	-	-	-
10	9	63.9	12.4	64.8	15.2	.89	-.051	.13	NS	.04
11	10	77.2	12.3	73.7	17.7	-3.5	.91	-1.33	NS	-
12	-	-	-	-	NO DATA	-	-	-	-	-

Table XI presents achievement data for Russian speaking students on teacher-made tests of English reading. Students tested in grades 10 and 11 failed to show growth that was statistically or educationally significant.

The pre/post correlation for students in grade 10 was essentially 0.0, indicating no stability in the function measured.

The results for students in each grade appear to be indeterminate in that the reliability of the instrument is not documented.

It is suggested that the instrument be reviewed carefully for its content validity, format and precision of measurement.

TABLE XII

Mathematics Performance

Number and Percent of Students Passing Teacher-Made Examinations in Mathematics

	FALL 1979			SPRING 1980		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
9	113	100	88%	119	104	87%
10	147	117	80%	160	116	73%
11	105	89	85%	97	74	76%
12	56	55	98%	35	34	97%

In the Fall term, the percentage of Russian speaking students passing teacher-made examinations in Mathematics ranged from 80% in grade 10 to 98% in grade 12. In Spring, the percent mastering the curriculum ranged from 73% in grade 10 to 97% in grade 12.

TABLE XIII

Science Performance

Number and Percent of Students Passing Teacher-Made Examinations in Science

	FALL 1979			SPRING 1980		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
9	99	86	87%	110	97	88%
10	99	72	73%	131	88	67%
11	68	58	85%	83	76	92%
12	35	34	97%	32	32	100%

In the Fall term, the percentage of Russian speaking students passing teacher-made examinations in Science ranged from 73% in grade 10 to 97% in grade 12. In Spring, the percent mastering the curriculum ranged from 67% in grade 10 to 100% in grade 12.

TABLE XIV

Social Studies Performance

Number and Percent of Students Passing Teacher-Made Examinations in Social Studies

	FALL 1979			SPRING 1980		
Grade	N	Number Passing	Percent Passing	N	Number Passing	Percent Passing
9	109	97	89%	108	95	88%
10	151	134	89%	190	156	82%
11	121	112	93%	137	117	85%
12	60	57	95%	64	63	98%

In the Fall term, the percentage of Russian speaking students passing teacher-made examinations in Social Studies ranged from 89% in grades 9 and 10 to 95% in grade 12. In Spring, the percent mastering the curriculum ranged from 82% in grade 10 to 98% in grade 12.

TABLE XV

Native Language Arts Performance

Number and Percent of Students Passing Teacher-Made Examinations in Native Language Arts

Fall 1980

Grade	N	Number Passing	Percent Passing
9	25	24	96%
10	105	102	97%
11	83	80	96%
12	41	40	98%

In the Fall term, the percentage of Russian speaking students passing teacher-made examinations in Native Language Arts ranged from 96% in grades 9 and 11 to 98% in grade 12.

TABLE XVI

Cultural Heritage Achievement

Number and Percent of Students Passing Teacher-Made Examinations in Cultural Heritage

Spring 1980

Grade	N	Number Passing	Percent Passing
9	152	144	95%
10	217	188	87%
11	190	172	91%
12	71	63	89%

In the Spring term, the percentage of Russian speaking students passing teacher-made examinations in Cultural Heritage ranged from 91% in grade 11 to 95% in grade 9.

TABLE XVII

Attendance

Significance of the Difference Between Attendance Percentages of Program Students and the Attendance Percentage of the School

Average School-Wide Attendance Percentage: 85%

Grade	N	Mean Percentage	Standard Deviation	Percentage Difference	t	p
9	162	88.5	5.8	3.5	7.68	.001
10	239	85.9	15.1	.9	.92	NS
11	245	85.7	10.7	.7	1.02	NS
12	100	90.2	9.0	5.2	5.78	.001

Average attendance rates ranged from 86% (grades 10 and 11) to 90% (grade 12). When compared statistically to the average school-wide attendance rate of 85%, students in all grades showed higher rates of attendance; however, only students in grades 9 and 12 surpassed the total school rate at levels that differed significantly. The rates for grade 9 and 12 students were significantly higher at levels beyond the .001 level of significance.

XI. CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

In the course of collecting material for this report the evaluator spent many long hours interviewing various members of the Program, from its Director to its aides and paraprofessionals, and in each case he has found understanding and helpfulness, graciousness and tolerance, wisdom and professionalism. Everyone interviewed willingly sacrificed his or her precious time and patiently strove to give the fullest and the most complete answers to questions which could not have seemed very important at the time. Another feature which struck the evaluator was the pervasive sense of dedication and commitment to one's purpose and full realization of the immense importance and grave responsibility which were entailed in creating and patiently assembling this first such program in the United States.

In the public and non-public schools evaluated, the administrators directly concerned with the Program as well as other school officials were uniformly highly appreciative of the contributions being made by the Program to their institution. They cited the Program's role in maintaining a high degree of student interest, defusing potentially dangerous situations arriving from cultural misunderstandings, elimination of disruptive behavior and absenteeism caused by inability to comprehend what was being said, and, above all, affording students an opportunity to confer with someone who speaks their language and understands their problems. The Program's local school site team was invariably characterized as industrious, friendly, collegial, knowledgeable and very helpful.

In conversations with persons outside the Program there has never been a word of criticism--only admiration for the attained results and

appreciation for the services rendered to the New York City educational community. In barely ten months the Program has not only managed to jump off the drawing board into the real world, but has acquired a reputation in the profession as a solid, well run and a highly productive undertaking (see Appendix D).

Organizing itself on the march, the Program had to assemble its present complement of personnel, to hammer out a viable organizational structure, to establish procedures, to conclude agreements and understandings with vastly different hierarchies--from principals of public and non-public high schools to directors of community service organizations --to negotiate for rooms, services and equipment, to organize, instruct and set in motion the centralized services and the local site teams to provide for in-service training and exchange of experience, and to coordinate effectively entities on different budgets, belonging to different organizational patterns and espousing different philosophies.

Once the Program was organized and set in motion, there came the next tier of tasks. It was necessary to deepen the Program's interface and involvement with community organizations, to draw out and forge the parents into a valuable resource, and to meld the individual school site teams more firmly into the instructional fabric of their host institutions. At the same time, as the need for instructional materials became more pronounced, it became clear that what was needed were not various ad hoc generated materials but complete self-contained curriculum packages or kits which included everything--from a statement of educational objectives and resource material lists to a battery of pre- and post-tests. And

so, with considerable ingenuity, a "roll-over" budget was done for the summer, and a special group of curriculum development teams was set-up and put to work.

At the close of its first year of existence, the N.Y.C. Russian Bilingual Program has emerged as a full-fledged, efficiently operating pioneering undertaking in bilingual education effectively servicing approximately 740 native Russian high school students enrolled in eleven separate schools. The Program gives every indication of continued excellence in the future.

B. Recommendations

It is recommended that in a manner similar to that employed in the preparation of curriculum packages, the Program develop an uniform records form that would contain basic personal data on every participant in the Program, where all test results and other pertinent information would be entered to be available for the purpose of advisement and guidance or statistical analysis.

It is further recommended that in view of total absence of school-based (tax levy) Russian bilingual personnel at the Forest Hills High School, the Program request an additional paraprofessional to be assigned to that school in order to relieve the teaching load on the present Resource Teacher and her assistant, who at this time are the only Russian-speaking teaching staff in that school.

It is also recommended, in view of the recent and anticipated future increase in Russian-speaking students in the three public high schools that steps be taken to ascertain the possibility of offering one or two levels of the Russian language in schools where it is not currently

taught as a part of the foreign languages offering. In this way, Russian-speaking bilingual students would justify the offering for other students and the Program would gain another school based bilingual teacher.

Finally, it is recommended that the program collect, maintain and report student outcome data in a systemmatic fashion. Many of the schools, most notably the non-public schools, failed to adequately report student outcomes. In others the lack of pre-test results made the reported post-tests uninterpretable. While many of the problems encountered in this area are common to first year projects and are due to factors involved in the initial implementation of a program, it is hoped that in year two these problems will have been resolved and that the program will be able to collaborate the favorable initial impression with equally supportive student outcomes.

XII. Appendices

Appendix A

EXAMPLES

OF

TRANSLATED

COMPETENCE

EXAMINATIONS

ТЕСТ ШТАТА НЬЮ-ЙОРК по
ЧТЕНИЮ

Начиная с Класса 9 Формы А

НЕ ОТКРЫВАЙТЕ ЭТУ БРОШЮРУ ДО ТЕХ ПОР, ПОКА ВЫ НЕ ПОЛУЧИТЕ ТАКОГО УКАЗАНИЯ

Этот тест проводится для того, чтобы убедиться в том, насколько хорошо Вы понимаете то, что Вы читаете. Он состоит из II отрывков для чтения. Вы должны прочитать каждый отрывок и ответить на вопросы по этому тексту. Вы сможете выбрать правильный ответ среди вариантов, приведенных после вопроса. Определите какой из Ваших выборов будет верным. Затем, на листе с ответом зачерните место, предназначенное для ответа, имеющее тот же номер, что и правильный ответ.

Для того, чтобы быть уверенным в том, что делать, прочтите отрывок, приведенный ниже в качестве образца и Вы увидете, как нужно отвечать на вопросы:

ОТРЫВОК ДЛЯ ЧТЕНИЯ - ОБРАЗЕЦ

Дерево имеет много областей применения. Посмотрите на предметы вокруг Вас. Везде можно увидеть дерево. Двери, карандаши, стулья, столы, книжные полки, линейки и много других предметов сделано из дерева. Даже бумага, на которой написан этот тест сделана из древесной массы.

А Рассказ в основном о
I строительных материалах
2 древесной массе
3 применении дерева
4 видах дерева

Правильным ответом является ответ № 3. Поэтому, место для ответа под № 3 помечено для вопроса А на Вашем листке с ответом.

Б Древесная масса используется для изготовления
I стульев
2 бумаги
3 линеек
4 дверей

Правильным ответом является ответ № 2. Поэтому, место для ответа под № 2 помечено для вопроса Б на Вашем листке с ответом.

Вам дается 50 минут для выполнения этого теста. Постарайтесь ответить на как можно больше вопросов в выделенное для этого время, даже, если Вы не совсем уверены в правильности Ваших ответов.Помните, что Вы должны отметить все Ваши ответы на отдельном листе для ответов, и для каждого вопроса пометить только один ответ.

НЕ ДЕЛАЙТЕ НИКАКИХ ПОМЕТОК В ЭТОЙ БРОШЮРЕ.

ИНСТРУКЦИИ:Прочтите каждый вариант и ответьте на вопросы. Пометьте свои ответы на отдельном листке для ответов.

ОСНОВНОЙ ТЕСТ ПО ОЦЕНКЕ ЗНАНИЙ

/НАВЫКИ письма/

Среда, 23 января, 1980 г. - I.I5

УКАЗАНИЯ

Это тест некоторых вещей, которые взрослые должны знать для того, чтобы выразить свои мысли таким образом, чтобы люди их поняли. Тест покажет Ваши знания в области правописания, подбора слов, пунктуации и правил употребления прописных букв. Вас также попросят написать несколько предложений, два параграфа и письмо.

Не забудьте прочесть инструкции и внимательно изучите образцы ответов прежде чем Вы приступите к ответу на вопросы. Напишите все Ваши ответы в тех местах, которые отводятся в отдельном буклете для ответов.

Когда Вы закончите выполнение теста, Вы должны подписать декларацию о том, что Вы не видели ни один из вопросов или ответов до теста, и что Вам не помогли в ответе на какой-либо из вопросов во время экзамена. Проспект с Вашими ответами не будет принят до тех пор, пока Вы не подпишите эту декларацию.

Часть I - Правописание

Вы уже сдавали эту часть теста. /I0/

Руководство /II-I5/: Выберите наиболее подходящее слово или группу слов для заполнения каждого оставленнного места, и внимательно запишите это в выданном Вам специальном проспекте, предназначенном для ответов. /5/

Образец: Эти растения _____ медленно.

растут
растет
выросли/о/
росло/и/

Правильный ответ, растут, написан в проспекте для ответов. Напишите Ваши ответы на вопросы II-I5 в проспекте для ответов, как показано на образце

II Все девочки сшили _____ одежду сами.

нашу
они
ее
их

Университет Штата Нью-Йорк
Оценочный Тест

Письменный

Инструкции

Этот тест послужит проверкой того, как Вы пишете. Тест состоит из трех частей: письмо, сообщение и сочинение. Готовя ответ на каждую часть, Вам нужно предпринять следующие шаги:

1. Напишите Ваш ответ на черновике вначале
2. Внимательно прочтите то, что Вы написали
3. Проверьте Ваши параграфы, построение предложений, грамматику знаки препинания, использование заглавных букв.
4. Сделайте любые изменения или исправления, которые могут улучшить Ваш ответ
5. Напишите Ваш окончательный ответ на специальной белой и желтой бумаге, которую Вам даст учитель. Проследите, чтобы желтая бумага всегда была под белой бумагой, когда Вы пишете.

Вам будет выделено столько времени, сколько Вам потребуется для ответа на эти три части. Работайте внимательно. Проверьте несколько раз все, что написано на Вашем окончательном листке. При написании каждой части экзамена Вы должны сдавать черновик вместе с белой и желтой копиями Вашего ответа.

НЕ ОТКРЫВАЙТЕ ЭТОТ ЭКЗАМЕНАЦИОННЫЙ ПРОСПЕКТ ПОКА ВАМ НЕ СКАЖУТ.

Часть I - Деловое письмо

Инструкции: Напишите деловое письмо с описанием проблемы, описанной ниже. Прежде чем Вы начнете писать прочтите всю информацию.

I3 декабря Вы заказали радио, Модель R 300 за 30.00 долларов у Перфект Саунд Радио Компани. Вы сделали денежный перевод на 30.00 долларов. I5 января Вы получили радио другой модели R 200, стоимостью 20.00 долларо

Напишите деловое письмо о своей проблеме на фирму, по адресу:
Перфект Саунд Радио Компани, I2I8 Сансет Роуд, Детройт. MI 42638.
Вам нужно включить в письмо:

. Объясните, что произошло
. Объясните, что Вы хотите от фирмы
. Дайте подробную и верную информацию
. Используйте приемлемую форму делового письма

Следуйте инструкциям, приведенным на обложке проспекта.

Appendix B

NEWSLETTERS

AND

COMMUNICATIONS

WITH

PARENTS

New York City
Board of Education

110 Livingston Street
Brooklyn, New York 11201

Frank J. Macchiarola
Chancellor of Schools

Nathan Quinones
Executive Director
Division of High Schools

New York City Russian Bilingual Program
6565 Flatlands Avenue
brooklyn, New York 11236
(212-251-5201)

Nancy J. Scott
Director, High School Projects
(212) 596-7748

Florence Seiman
Project Director

ИНФОРМАЦИОННЫЙ БЮЛЛЕТЕНЬ РУССКОЙ ДВУЯЗЫЧНОЙ ПРОГРАММЫ г.НЬЮ ЙОРКА

Директор г-жа ФЛОРЕНС СИМАН

Решением Федерального Правительства от I9 октября I979 г. была учреждена специальная русская двуязычная программа для детей иммигрантов из Советского Союза. Родным языком всех учащихся этой программы является русский язык.

Программа преследует несколько основных целей, из которых первостепенными являются облегчение периода адаптации к новой культурной среде и предупреждение иммиграционного культурного шока, который школьники старших классов переносят особенно тяжело.

Не менее важной задачей является интенсивное обучение английскому языку. Все учебные планы и внешкольные занятия подчинены этим задачам. Конечной целью этой программы является плавный переход учащихся полностью на англоязычное обучение.

Программа начала работу в нескольких средних школах Бруклина и Квинса /3 общественных и 8 частных/ в декабре I979 года. Программа укомплектована специалистами, владеющими русским и английским языками, которые обслуживают 7I0 учащихся.

NEWSLETTER NEY YORK CITY RUSSIAN BILINGUAL PROGRAM

Mrs.FLORENCE SEIMAN, Project Director

On October 19, 1979, the federal government allocated funds for the New York City Russian Bilingual Program for the children of the immigrants from the Soviet Union.

Among the various important objectives of the program, the most essential are: the integration of the students in the new cultural surroundings and the prevention of the culture shocks most acutely experienced by senior high school students.

No less important is the intensive teaching of English as a Secong Language. All the curricula and all the extracurricular activities are being developed in accordance with the above objectives. The final stage an purpose of the program is a smooth and painless transition from the bilingual into the mainstream program.

The program was started in three public and eight private high schools of Brooklyn and Queens. It is staffed with bilingual English and Russian specialists, servicing 710 students.

Средняя школа им. Абрахама Линкольна
Ocean Parkway & West Ave. Brooklyn, N.Y.11235
ES 2-5474

Уважаемые родители!

Мы рады сообщить Вам, что в сентябре 1980 года кафедра иностранных языков нашей школы начинает программу преподавания иврита. Данная программа желательна и необходима в связи с постоянно растущим количеством русских студентов в нашей школе.

В комнате 246 студенты могут ознакомиться и выбрать интересующий их курс и класс иврита. Информацию можно получить у Mrs.Bell или Mr.David Gold.

Мы уверены, что Вы достаточно понимаете значение и необходимость изучения иврита в настоящий момент, который является неотъемлемой частью образования каждого еврейского ребенка, а также составляет практическую необходимость.

Данный курс будет читаться только после регистрации определенного количества студентов.

В ближайшее время будет также объявлено о наборе на данный курс и в нашей школе.

Надеемся, что Ваши дети заинтересуются данной программой и мы будем иметь много желающих к началу нового учебного года.

Мы ждем Вас!

С уважением,

Mrs.Bell
зав.кафедры иностр. яз.

Средняя школа им. А.Линкольна

Встреча учителей с родителями

Среда, 26 марта, днем - 12.00 - 2.00
Четверг, 27 марта, вечером - 6.30 - 9.00
7.00 - 9.30

Уважаемые родители,

Мы рады вновь пригласить Вас в нашу школу на день "открытых дверей" в среду 26 марта днем и в четверг 27 марта вечером. Вы встретитесь с учителями Вашего сына/дочери. Предварительно дайте Вашему сыну/дочери заполнить расположенную ниже анкету, чтобы Вам было легче найти учителей.

Предмет	Комната	Фамилия учителя
1 _____	_____	_____
2 _____	_____	_____
3 _____	_____	_____
4 _____	_____	_____
5 _____	_____	_____
6 _____	_____	_____

Мы ждем Вас!

С уважением,

Джек Полэк
Директор

Средняя школа им. А.Линкольна
Директор Джек Полэк

Дата: _____
Фамилия и имя студента: _____
Название предмета: _____

Уважаемый/ая, _____

Ваше присутствие необходимо на встрече учителей с родителями _____ в промежутке между _____ Р.М. Очень важно, чтобы Вы встретились со мной для обсуждения поведения и классной работы Вашего/й/ сына/дочери.

Я надеюсь, что Вы сможете присутствовать и уверен, что данная встреча будет во многом способствовать успешной учебе Вашего/й сына/дочери.

С уважением,

_____
Учитель

Appendix C

EXTRACURRICULAR ACTIVITIES

BOARD OF EDUCATION OF THE CITY OF NEW YORK
OFFICE OF BILINGUAL EDUCATION
COMPREHENSIVE HIGH SCHOOL BILINGUAL PROGRAM
66 COURT STREET, BROOKLYN, N. Y. 11201 - 9TH FLOOR

AWILDA ORTA
DIRECTOR

FLORENCE H. PU-FOLKES
PROJECT DIRECTOR
596-4917

June 16, 1980

Ms. Florence Seimen,
Project Director
Russian Bilingual Program
P.S. 188
218-12 Hartland Avenue
Flushing, NY 11364

Dear Ms. Seimen:

On behalf of the staff members of the Comprehensive High School Bilingual Program, I would like to take this opportunity to thank you for your participation in the "International Fiesta" at the Hall of the Board.

Your assistance in providing an excellent performance by the students in your program helped make the occasion a most enjoyable and memorable one.

Have a beautiful summer and best wishes to your staff and students.

Sincerely,

Florence H. Pu-Folkes

Florence H. Pu-Folkes
Project Director

APPROVED:

Awilda Orta

Awilda Orta, Director
Office of Bilingual Education

FPF:if

COMPREHENSIVE HIGH SCHOOL
BILINGUAL PROGRAM

From the Desk of...

CATHY MOY

June 16, 1980

Dear Mrs. Seimen,

I wish to thank you and your very dedicated staff for you excellent presentation in the International Fiesta. I hope that you had enjoyed the International Fiesta and had enriched yourself as we had all enriched each other through the Fiesta.

Enclosed please find copies of Certificates of Appreciation for the participation of your students. Please distribute the certificates to your students. Thank you letters have been sent to your staff and you.

Thank you again. Please keep in touch. Looking forward to working with you again soon.

Sincerely,

Catherine Moy

BOARD OF EDUCATION OF THE CITY OF NEW YORK

FOREST HILLS HIGH SCHOOL

67-01 110TH STREET • FOREST HILLS, N. Y. 11375

JACK L. GROVSMAN
Principal

Telephone
BOulevard 6-3137

February 15, 1980

New York City Russian Bilingual Program
Florence Seiman, Program Director
Room 413
Board of Education
Sarah J. Hale High School
500 Pacific Street
Brooklyn, New York ~~11219~~

Dear Mrs. Seiman:

Re: TRIP TO AMERICAN MUSEUM OF NATURAL HISTORY

JANUARY 29, 1980

1. Introduction to the Educational Facilities of the Museum

2. Visited the Exhibition "Gold of ETdorado".

Participants: Ms. Margarita Smuk
Mr. Michael Galperin
Mr. Michael Hoffman

Students:
1. Davidov, Bella
2. Novoselsky, Elina
3. Novoselsky, Zhanna
4. Grinberg, Maya
5. Krylov, Mark
6. Arabov, Jacob
7. Syrkin, Yelena
8. Bayserman, Larisa
9. Ruzhak, Angela
10. Kiperman, Angela

Sincerely,

Margarita Smuk
Bi-Lingual Russian Resource Teacher

Средняя школа имени А. Линкольна

Директор Джек Полэк

Кафедра иностранного языка средней школы им. А.Линкольна приглашает Вас на концерт на русском и еврейском языках, который состоится в актовом зале школы в понедельник 24 марта 1980 г. во время 3, 4 и 5 уроков. Концертная программа подготовлена русскими и израильскими студентами, в честь ознаменования месяца иностранного языка.

Программа концерта:

1. Евгений Соколинский -пианист
   а. классическая музыка
      Бетховен. Патетическая соната
   б. легкая музыка
      Раксин "Лора"
      Элингтон "Мне плохо"
      Гилест "Ночь в Гунизии"

2. Ольга Цалиович - пианистка
      Мендельсон "Песня без слов"

3. Дэвид Гоулд и Евгений Спокойный - гитаристы
   а. русская народная песня "Коробейники"
   б. песня "Алелуйя", исполняется на английском и еврейском языках

4. Феликс Штейн - кларнетист
   Майкл Бергсон. Отрывок из "Луиза дэ Монфорт"

5. Дэвид Нилкман - певец
   песня "Давайте петь вместе", исполняется на русском и еврейском языках

ДОБРО ПОЖАЛОВАТЬ НА НАШ КОНЦЕРТ!

Appendix D

LETTERS

OF

THANKS

AND

APPRECIATION

בית ספר תיכון של הישיבה דפלטבוש
על שם מר יואל ברברמן

YESHIVAH OF FLATBUSH
JOEL BRAVERMAN HIGH SCHOOL
1609 AVENUE J
BROOKLYN, N.Y. 11230

(212)377-4466

JUN 27 1980

June 26, 1980

DR. ABRAHAM ZAMICHOW
Principal, General Studies

Ms. Florence Seiman
Project Director
New York City Russian Bilingual Program
6565 Flatlands Ave.
Brooklyn, New York 11236

Dear Ms. Seiman:

I must tell you that Vera Kishinevsky is a most unusual find for the Board of Education. Vera is not only scholarly and knowledgeable in the various disciplines, but she is one who is very devoted to the welfare of her students. She has been most conscientious in not only her obligations, but also in giving extra time and extra effort. Similiarly, the students respond to her. They are eager to meet with her both to learn and to talk.

I heartily recommend her continued employment.

Sincerely,

Abraham Zamichow

Dr. Abraham Zamichow
Principal, General Studies

AZ:dj

ABRAHAM LINCOLN HIGH SCHOOL
Ocean Parkway and West Avenue, Brooklyn, New York 11235
ES 2-5474

JACK M. POLLOCK
Principal

June 26, 1980

Ms. Florence Seiman
Director
New York City Russian Bilingual Program
P.S. 188, Room 324
442 East Houston Street
New York, New York 10002

Dear Ms. Seiman:

On behalf of the students of Abraham Lincoln High School, I would like to express my thanks to you as director of the New York City Russian Bilingual Program for your assistance during this past year.

Your efforts to ensure that we receive all of the information, materials and services to which we are entitled under the program have been much appreciated. You and your staff have become a valuable adjunct to us in providing services to the newly arrived Russian students.

We are pleased that we will be working with us again in the fall.

Have a pleasant summer.

Sincerely,

Rosalyn Bell
Acting Chairman
Foreign Language
Department

rb:lb

Tel: 74[illegible]1-42

Herma Religious Institute

2600 OCEAN AVENUE, BROOKLYN, N.Y. 11229

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Librarian
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City Track
Yeshivat Etz Chaim
Max Levy
Executive Secretary

Mira Tawil
Assistant Principal

June 12th, 1980

Mrs. Florence Seiman
Proj. Director
N.Y.C. Russian Bilingual Prog.
BOARD OF EDUCATION
442 E. Houston Street P.S. 188 Rm 324
New York, N.Y.

Dear Mrs. Seiman:

I am extremely grateful to you and the program you are heading for Russian immigrants.

You have shown great personal interest and are extremely conscientious in asserting that proper education be given to these children.

I must tell you that one of your staff members, Mrs. Vera Kishimevsky, who is working at our school, has performed her duties extremely well and has done marvels with the Russian students. We have observed a definite increase of Russian girls in our academic programs, their marks are much better, and their readiness to take Regents courses is excellent. Mrs. Vera Kishimevsky is diligent, serious, and courteous and does her utmost to see that every Russian student is assisted in her prospective subjects.

It is needless to point out the necessity of such a program to continue in the future, since it creates a revival of interest in the Russian students. Without this help, the students would definitely fall behind.

We received so far two maps and one globe which are very much in use.

Once again, we are obliged for all the tireless efforts and concern you have demonstrated with this program.

Sincerely yours,

Rabbi Dr. H. Elbaz
Dean

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hE/mt

תיכון ש"ז שכטר דברוקלין
SOLOMON SCHECHTER HIGH SCHOOL OF BROOKLYN
500 Church Avenue at Ocean Parkway • Brooklyn, N. Y. 11218
Tel. (212) 854-3500

Alan Zelenetz, Principal
Carl Schechter, Executive Director

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MAX STAVITSKY
JOSEPH TUNE
WILLIAM VATKIN

June 5, 1980

Dear Ms. Seiman,

I am writing to thank you for the Soccer Clinic provided our students by your N.Y.C. Russian Bilingual Program on this past Monday June 1st.

Len Roitman, Gregg Bergstroni, and Diego Ruiz were wonderful with our kids; they sparkled in our gym and increased our students' appreciation of Physical Education as a real academic discipline worthy of genuine respect.

Thanks again for your continued support and good will.

Sincerely,

Alan N. Zelenetz
Principal

df

הקיסו הדור

תיכון ש"ץ שכטר דברוסלין
SOLOMON SCHECHTER HIGH SCHOOL OF BROOKLYN
500 Church Avenue at Ocean Parkway • Brooklyn, N. Y. 11218
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RABBI BARUCH SILVERSTEIN
SAMUEL SPIEGLER
MAX STAMLER
JOSEPH TUNE
MIRIAM WATKIN

June 1, 1980

Dear Ms. Seiman,

I am writing to thank you once again for sending us Rosalia Feldman to service our bi-lingual Russian students. Rosa is a credit to your program, and a credit to your personal wisdom and good taste in personnel. In her short time with us, she has turned around a series of potential academic and social disasters and succeeded in integrating our Russian students (and their parents to boot!) into our school community.

I would greatly appreciate it if you could increase Rosa's number of work-hours for the coming academic year(s), and would hope to hear from you soon on her official status for next year in particular.

Thanks again for your generous assistance.

Sincerely,

Alan N. Zelenetz
Principal

df
cc: Dr. Perry Davis
Owilda Orta
Dr. Nancy J. Scott